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GCSE Business: How to assess Controlled Assessment Unit 2

Course code: 13OAB11

Introduction

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<Trainer Image>

Presenter

Title…

Aims and Objectives

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- Receive feedback on national performance of candidates in the Unit 2 June 2013 series
- Explore the assessment criteria and assessment requirements
- Discuss Moderator's Report
- Look at examples of assessment materials
- Carry out some marking practice exercises
- Address common issues and frequently asked questions
- Examine the 2014 tasks and planning stategies

Poll 1

How long have you been delivering/teaching this qualification and subject?

Enter your response in the Chat panel

Poll 2

What is the single most important thing you hope to take away from the session?

Enter your response in the Chat panel

Unit 2 – controlled assessment

A summary of controlled assessment is as follows:

Candidates have a choice of 5 investigation tasks. New tasks are published each year. It is recommended that centres allow students to have a choice of question rather than impose one on them.

There are 4 assessment criteria – Research, Presentation, Analysis and Evaluation.

Unit 2 – controlled assessment

The investigation is to be carried out under controlled conditions. Research should be up to 6 hours under low levels of control. The write-up is 3 hours and under conditions of high control.

It is recommended that candidates should each investigate a different business.

2013 key messages: what went well?

- Choice – centres providing students with choice of tasks
- Clear focus on the investigation title
- Range of businesses used as basis of investigation
- Presentation and organisation of work

Make sure you read the Moderator's Report for more detail on Key Messages

2013 key messages: what can be improved?

- 'Practice makes perfect' - continue to provide students with the opportunity to complete a practice assignment.
- Do not provide too much structure (writing frames, etc.)
- Choose a small business
- Annotation of student work
- Presenting research – make use of appendices

4 Assessment Criteria – Research, Presentation, Analysis and Evaluation

Key points from 2013: Research

- Different tasks will require different types of research. The amount of research will depend on the actual task. No simple numerical formula. Need to avoid the mindset of, '*x number of sources = 10 marks*'.
- 'Selectivity and focus' are key.
- No need to spend time researching unnecessary, theory-based information.
- No expectation that **both** primary and secondary research is needed.

Key points from 2013: Presentation

- Assessment criteria descriptor refers to 'attention to detail'
- Organise work into sections – use sub-headings
- Use of quotes, charts, diagrams, maps, appendices, etc.
- Work ordered clearly using headings to aid the reader

Key points from 2013: Analysis

- Candidates must use their research data. Do not analyse theory or opinions.
- Analysis involves identifying reasons/consequences/causes/issues/factors.

Key points from 2013: Evaluation

- Again the weakest area of candidate performance this year.
- Note also that the descriptor for Levels 2-4 states that, *'…(some/feasible/detailed) suggestions for improvement are identified, **where appropriate to the task**'. For some investigations this will not be 'appropriate to the task', and candidates need to be aware of this.*
- Evaluation can be demonstrated by weighing the relative importance of different factors – most important change to the promotion of a business, etc.

Task 1 – Understanding the marking criteria

Marking exercise (15 minutes)

Using the marking criteria, read Script 1.

Identify the **mark band level** for each of the 4 criteria:

Research
Presentation
Analysis
Evaluation

Task 1 – Understanding the marking criteria

Marking exercise (15 minutes)

Discussion.

What mark would you award?

What mark did it actually receive?

Why?

Task 1 – Understanding the marking criteria

Marking exercise (15 minutes)

Using the marking criteria, mark Script 2. Annotate to show where marks have been awarded.

Use the recommended annotation:

'J' – judgement; 'R' – reason; 'Co' – consequence; 'Ca' – cause; 'I' – issue; 'F' – factor; 'Supp' - support 'UoR' – use of research; 'PDI' – appropriate presentation of information and data; 'Conc' simple conclusion offered; 'SCon' – supported conclusion

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Task 1 – Understanding the marking criteria

Marking exercise (15 minutes)

Discussion.

What mark would you award?

What mark did it actually receive?

Why?

Any questions on the criteria?

Questions from delegates

Controlled Assessment: 2013-14 tasks

Edexcel GCSE

Business Studies, Business Communications, Business Studies and Economics, Business Studies (Short Course)

Unit 2: Investigating Small Business

Controlled Assessment
Valid from September 2013 to May 2014

Paper Reference
5BS02/01

You do not need any other materials.

These controlled assessment tasks are valid from September 2013 to May 2014. Centres must submit their moderation sample(s) by 15 May 2014.

Please note that these controlled assessment tasks will ONLY be valid for assessment in Summer 2014. Teachers must ensure that students are completing the correct task for a particular year.

Further guidance can be found on the Edexcel website (www.edexcel.com).

Unit 2 – the 2013-14 tasks

Task 1 (1.1) - What would be the most suitable location for a small business to start-up in your local area?

Task 2 (1.2) - What has been the most important enterprise skill required by the owner of a local business?

Task 3 (1.3) - To what extent are financial objectives more important than non-financial objectives for people who choose to start their own business?

Task 4 (1.4) - What is the most important way the small business you have chosen meets customer needs?

Task 5 (1.5) - To what extent have changes in the exchange rate in recent years affected the business you have chosen?

Unit 2 – use the guidance… but this is not prescriptive

You could:

- choose a specific small business such as a takeaway or florist
- use primary and/or secondary research to identify positive and negative factors which might affect the success of this new business
- investigate your local area as a possible location for the start-up of this new business
- use primary and/or secondary research to identify at least 2–3 possible locations that might be suitable for this new business
- present useful information/data to support the points you are making
- analyse the advantages and disadvantages of each identified location
- using your analysis, arrive at a supported judgement that identifies the most suitable location in your local area for this new business.

Post-session Task 2 – planning for the 2013-14 tasks

After this session, and as part of your planning for controlled assessment, for each task:

1. Identify possible businesses which would be a good focus business for this title.
2. Identify 2-3 sources of information which might be appropriate.

Post-session Task 3 – planning for the 2013-14 tasks

Task	Possible businesses which would be a good focus for this Task	Information which would be useful for this Task
1.	An actual business not required for this task.	
2.		
3.		
4.		
5.		

Over to you…

Final questions?

Other resources

Controlled Assessment FAQs – excellent document

Ask the Expert

OSCA materials – see GCSE Business website

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We hope that you have found today's training beneficial and request that you kindly complete our anonymous online evaluation form, which you will have received by email today.

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